

Master of Arts in Middle Grades Education

**Handbook**

**Gardner-Webb University**

## A Message from the Faculty

Dear Teacher,

Welcome to the M.A. Ed. in Middle Grades Education, a program of advanced study for experienced, career teachers. As professional educators, we are all life-long learners who value the need for continuous professional development. This is one of the most rewarding aspects of teaching as a career. For practicing teachers, however, professional development often includes a collection of unrelated workshops or professional learning community discussions. On the other hand, formal study in a graduate program is a time for sustained, systematic reflection on all aspects of a teacher’s practice and the opportunity to grow into a teacher leader.

It is time to rethink the theoretical foundations of practice, probe current research, explore professional literature, deepen content knowledge, forge new connections to the professional community, and create new ways of thinking and doing. This is a time to become a master teacher and a teacher leader.

Your decision to begin graduate study and earn a master’s degree is a major commitment. First, it requires the sacrifice of personal time away from family and home, and second, the master’s degree may be the final phase of formal study or a stepping stone to further your professional career. We respect the personal and professional commitment you are making and honor that commitment with one of our own which is to strive to deliver the highest quality graduate program possible.

We want you to have a deeply rewarding and empowering experience during your program of study. We invite you to join us in shaping that experience by approaching graduate study with a mind open to new ideas, the courage to take risks and ask questions, a willingness to reflect critically, and the desire to promote the learning and well-being of all children.

Sincerely,

The Middle Grades Education Graduate Faculty

## Overview of Course of Study

The course of study in the graduate program consists of five semesters of study. Each course is a six-hour course. There are also three one-hour capstone courses, which are taken in conjunction with EDUC 641, EDUC 643, and EDUC 645. Courses are either hybrid or online. Hybrid and online courses both operate on the BlackBoard platform. Instruction in the hybrid courses comprises of a minimum of four hours of face-to-face instruction and a minimum of two hours of online instruction/discussion/coursework per week. Online courses consist of a minimum of six hours of online instruction/discussion/coursework per week.

Throughout the program, students are working on a capstone project consisting of action research within a school setting and culminating in a presentation of findings to a group of peers.

**First Semester**:

EDUC 641 – Philosophy, History, and the True Middle School (6 hours)

EDUC 697 – Capstone 1 (1 hour)

**Second Semester:**

EDUC 642 - Measurement, Assessment, and Action Research for 21st Century Teachers (6 hours)

**Third Semester:**

EDUC 643 – Current Issues in Middle Grades (6 hours)

EDUC 697 – Capstone 2 (1 hour)

**Fourth Semester:**

EDUC 644 – Teaching Strategies for Diverse Populations (6 hours)

**Fifth Semester:**

EDUC 645 - Teaching Content Literacy in the Age at Accountability (6 hours)

EDUC 697 – Capstone 3 (1 hour)

**Ongoing through all five semesters:**

Capstone Project – The capstone project consists of an action research paper, reflective journal entries, and a presentation of research, with findings, to peers. Although the capstone hours are aligned with EDUC 641, EDUC 643, and EDUC 645, students will continue to work on the project in EDUC 642 and EDUC 644. EDUC 642 will emphasize chapters 2 and 3 of the action research paper. This project is worked on throughout the program with the goal of finishing within the five semesters of coursework.

For more information or questions about the program, contact Dr. Kelly Taylor, Chair, Middle Grades Education, at [ktaylor2@gardner-webb.edu](mailto:ktaylor2@gardner-webb.edu) or at (704) 406-2209.

## The School of Education at Gardner-Webb University

**MISSION STATEMENT**

The mission of the School of Education is to facilitate within a Christian context undergraduate and graduate candidates' development of the knowledge, skills, and dispositions needed in order to assume instructional and leadership roles in our nation's schools to ensure the success of all students.

**GOALS**

The School of Education strives to accomplish its mission through its commitment to:

1. preparing undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. providing rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;
3. hiring faculty who fill the role of caring, patient mentors while they model life-long learning that reflects inquiry- and problem-based decision-making; and

fostering partnerships with and providing service to public schools and other organizations through collaborative activities such as consultation, research, and staff development.

## The Middle Grades Master’s Program

**Purpose**

Graduate courses for the Master’s Degree in Middle Grades Education are designed to assist in the advanced preparation of individuals who teach or desire to teach in a middle school. The Middle Grades Program allows learners to improve professional skills, “wrap theory in practice,” and enhance content area, pedagogical, and integration expertise. Students will benefit from a synthesis of current research and classroom applications. This program culminates with a capstone project focusing on action research.

**Goals**

The Master of Arts in Middle Grades Education is designed to meet the following program goals:

1. Provide an analysis of the theoretical base, current research, and exemplary practices of middle grades education.
2. Provide advanced preparation in young adolescent development within cultural and social contexts (family changes, health and safety, risk behaviors).
3. Develop an extended understanding of the comparative history and philosophy of middle grades education, and theories about its future development, including organizational components, assessment, and evaluation in the middle school setting.
4. Provide opportunities to analyze and design middle school curricula and evaluate the impact of current instructional practices and school policies on the learning of young adolescents.
5. Provide advanced content expertise and curriculum integration in one or more fields of teaching.
6. Provide opportunities to utilize current technologies and to integrate technology in the middle school classroom.
7. Develop teachers as leaders who are agents of change.
8. Provide a culminating project synthesizing middle school theory, action research, and practice.

## Program Standards

Program standards are derived from the GWU Teacher Education Conceptual Framework and the NC Professional Teaching Standards prescribed by the NC State Board of Education (2009). Graduate candidates are assessed, in part, on these standards prior to program completion.

**Standard 1: TEACHERS DEMONSTRATE LEADERSHIP**

*1.a. Teachers lead in their classrooms.*

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

* Take responsibility for all students' learning
* Communicate vision to students
* Use data to organize, plan, and set goals
* Use a variety of assessment data throughout the year to evaluate progress
* Establish a safe and orderly environment
* Empower students

*1.b. Teachers demonstrate leadership in the school.*

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

* Work collaboratively with all school personnel to create a professional learning community
* Analyze data
* Develop goals and strategies through the school improvement plan
* Assist in determining school budget and professional development
* Participate in hiring process
* Collaborate with colleagues to mentor and support teachers to improve effectiveness

*1.c.  Teachers lead the teaching profession.*

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

* Strive to improve the profession
* Contribute to the establishment of positive working conditions
* Participate in decision-making structures
* Promote professional growth

*1.d.  Teachers advocate for schools and students.*

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

* Advocate for positive change in policies and practices affecting student learning
* Participate in the implementation of initiatives to improve education
* Collaborate with specialists
* Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

*1.e.  Teachers demonstrate high ethical standards.*

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

* Demonstrate ethical principles
* Uphold the Code of Ethics and Standards for the Professional Conduct

**Standard 2: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

*2.a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.*

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

* Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

*2.b. Teachers embrace diversity in the school community and in the world.*

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

* Demonstrate knowledge of diverse cultures
* Select materials and develop lessons that counteract stereotypes and incorporate contributions.
* Recognize the influences on a child's development, personality, and performance
* Consider and incorporate different points of view

*2.c. Teachers treat students as individuals.*

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

* Maintain high expectations for all students
* Appreciate differences and value contributions by building positive, appropriate relationships

*2.d. Teachers adapt their teaching for the benefit of students with special needs.*

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

* Collaborate with specialists
* Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

*2.e. Teachers work collaboratively with the families and significant adults in the lives of their students.*

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

* Improve communication and collaboration between the school and the home and community
* Promote trust and understanding and build partnerships with school community
* Seek solutions to overcome obstacles that prevent family and community involvement

**Standard 3: TEACHERS KNOW THE CONTENT THEY TEACH**

*3.a. Teachers align their instruction with the North Carolina Standard Course of Study.*

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

* Teach the North Carolina Standard Course of Study
* Develop and apply strategies to make the curriculum rigorous and relevant
* Develop literacy skills appropriate to specialty area

*3.b. Teachers know the content appropriate to their teaching specialty.*

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

* Know subject beyond the content they teach
* Direct students' curiosity into an interest in learning

*3.c. Teachers recognize the interconnectedness of content areas/disciplines.*

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

* Know links between grade/subject and the North Carolina Standard Course of Study
* Relate content to other disciplines
* Promote global awareness and its relevance

*3.d. Teachers make instruction relevant to students.*

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

* Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
* Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

**Standard 4: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

*4.a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.*

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

* Know how students think and learn
* Understand the influences on student learning and differentiate instruction
* Keep abreast of evolving research
* Adapt resources to address the strengths and weaknesses of students

*4.b. Teachers plan instruction appropriate for their students.*

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

* Collaborate with colleagues
* Use data for short and long range planning
* Engage students in the learning process
* Monitor and modify plans to enhance student learning
* Respond to cultural diversity and learning needs of students

*4.c. Teachers use a variety of instructional methods.*

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

* Choose methods and materials as they strive to eliminate achievement gaps
* Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

*4.d. Teachers integrate and utilize technology in their instruction.*

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

* Know appropriate use
* Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

*4.e. Teachers help students develop critical thinking and problem-solving skills.*

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

* Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
* Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

*4.f. Teachers help students work in teams and develop leadership qualities.*

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

* Teach the importance of cooperation and collaboration
* Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

*4.g. Teachers communicate effectively.*

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

* Communicate clearly with students in a variety of ways
* Assist students in articulating thoughts and ideas clearly and effectively

*4.h. Teachers use a variety of methods to assess what each student has learned.*

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

* Use multiple indicators, both formative and summative, to evaluate student progress
* Provide opportunities for self-assessment
* Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

**Standard 5: TEACHERS REFLECT ON THER PRACTICE**

*5.a. Teachers analyze student learning.*

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

* Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
* Collect and analyze student performance data to improve effectiveness

*5.b. Teachers link professional growth to their professional goals.*

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

* Participate in continued, high quality professional development

*5.c. Teachers function effectively in a complex, dynamic environment.*

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

* Actively investigate and consider new ideas that improve teaching and learning
* Adapt practice based on data

## Course Descriptions

**EDUC 641 – Philosophy, History, and the True Middle School (6 hours)**

This course is a study of middle school history, philosophy, and future endeavors. It also offers an application and examination of the tenets of developmentally responsive middle level education, motivation and management, teachers as leaders, teaming and exemplary middle level practices across the curriculum. This course is taken in conjunction with EDUC 697.

**EDUC 642 - Measurement, Assessment, and Action Research for 21st Century Teachers (6 hours)**

This course is a survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices.

Effective leaders are key to effective schools. Applying the theories and research of measurement and assessment will help candidates to collect, analyze and interpret data, apply them in the classroom and use them to develop as teacher leaders of 21st Century schools that produce 21st Century Learners.

This course also contains a study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning. All of this is done with a focus on Chapters 2 and 3 of the action research paper as part of the capstone process.

**EDUC 643 – Current Issues in Middle Grades (6 hours)**

This course will focus on an examination and discussion of current issues in middle level education. Particular attention will be paid to 21st Century Learning and how to prepare middle level learners for future challenges that educators cannot even anticipate. This course is taken in conjunction with EDUC 697.

**EDUC 644 – Teaching Strategies for Diverse Populations (6 hours)**

This course is an examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom. It will also address a study of the characteristics and educational needs of individuals with special needs, with an emphasis on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course.

**EDUC 645 - Teaching Content Literacy in the Age at Accountability (6 hours)**

The purpose of this course is to provide the teacher of middle grades students with the skills and knowledge needed to analyze Common Core content standards for the core areas of language arts, social studies, mathematics and science; to determine appropriate goals and objectives for unit themes; to determine and develop appropriate assessments aligned to the unit goals; and develop appropriate instruction for delivering lessons that meet students’ needs, interests, and abilities. Furthermore, middle grades teachers will design a unit and lessons that integrate the various content areas and tap the full range of student thinking, motivation, and cognitive development. Middle grades teachers will make decisions concerning the above based on a thorough understanding of the developmental stages and learning styles of middle grades students. In to this complex, accountability educational system, educators must work with students who lack literacy skills. Since literacy skills impact all areas of learning this course is also designed to further the knowledge of graduate students in the area of literacy to help K-12 students in any content areas develop their understanding and practice of literacy skills. This course will emphasize the use of quality children’s literature to enhance reading and writing instruction across the curriculum. Current topics for study will include developmental stages of reading, strategies for teaching reading and writing across the content areas, choosing quality literature for all content areas, censorship, diversity, and making sure that all levels of Blooms Taxonomy are considered for instruction, curriculum and assessment. The ultimate goal is to prepare teachers to inspire students to become learners who can engage with a variety of text from digital to standard paper and who can become the complex thinkers, collaborators, and communicators needed for the 21st Century. This course is taken in conjunction with EDUC 697.

**EDUC 697 – Capstone 1, 2, or 3 (1 hour each)**

The purpose of this course is to guide students through the capstone process, consisting of an action research paper, reflective journal entries, and a presentation of findings to a group of peers. This course is taken in conjunction with EDUC 641, EDUC 643, and EDUC 645.

## Program Policies

**Entry Level Technology Competence**

Graduate study at Gardner-Webb University consists of either hybrid or online courses and therefore requires proficiency in various computer technology skills and applications. Students must have the ability to (a) word process written assignments; (b) communicate with professors and other students via email; (c) search and retrieve information via the Internet; and (d) create Power Point and/or other multi-media presentations.

Hybrid and online courses both operate on the BlackBoard platform. Instruction in the hybrid courses comprises of a minimum of four hours of face-to-face instruction and a minimum of two hours of online instruction/discussion/coursework per week. Online courses consist of a minimum of six hours of online instruction/discussion/coursework per week.

**Registration and Advising**

Since this program is a cohort program, students are automatically registered in the next course in the rotation unless they withdraw from the program. It is the student’s responsibility to inform the University of their choice to withdraw following the withdrawal procedures found on the Registrar’s page within the Gardner-Webb University website. Students who withdraw from the program are also asked to complete a short survey by the program chair.

Students who are in need of advising should contact their advisor as indicated in BlackBoard.

**Policies on Probation, Suspension, and/or Dismissal**

A student must have an average of 3.0 overall to be awarded the M.A., M.S.,

M.B.A., I.M.B.A., M.Acc., D.N.P., or Ed.D. degree. When the GPA falls below 3.0,

the student is placed on probation. If, after six hours of additional work, the

student does not attain a 3.0 overall, the student will be suspended. The student

may reapply after one year. The program’s graduate faculty makes the decision on

whether to readmit and, if readmitted, the stipulations that will apply.

A student on academic probation who earns an “I” grade will be suspended

until the I is replaced by a regular grade, at which time other probation and

suspension rules will apply.

*F GRADE*

Any admitted student receiving a grade of F in a graduate course will be

suspended from the program in which the grade was received. The student may

reapply to that program after one year. Dual degree-seeking students who receive

an F in a course that applies to both programs will be suspended from both

programs. The program’s graduate faculty makes the decision on whether to

readmit, and, if readmitted, the stipulations that will apply. If readmitted, the

student must repeat at Gardner-Webb the course in which he or she received the

F, making at least a B. The course must be repeated the first time it is offered at

the student’s site or online after the student’s return. Only the higher grade will

be counted in computing the Gardner-Webb grade point average, although the

lower grade will remain on the official transcript. No more than one F may be

repeated.

*C GRADE*

A student who receives nine hours of C grades will be suspended from the

program in which the grades were received. The student may reapply to that

program after one year. The program’s graduate faculty makes the decision on

whether to readmit and, if readmitted, the stipulations that will apply. A student

may repeat one course in which a C grade was earned; the second grade will

count for GPA purposes but will not replace the initial C grade. Only one of the

courses will count toward degree requirements. If the student earns only a total

of 9 semester hours of C in different graduate programs, the program faculty may

stipulate not to suspend the student and to allow continued work, on probation

status, until the 3.0 is reached.

*ACADEMIC DISMISSAL*

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual degree-seeking students who are dismissed from one program may continue to pursue their degree in the other program.

*REPEATING COURSES IN GRADUATE SCHOOL*

Courses may be taken only once with the exception given under the F and C

grade policies above.

**Academic Grievance and Appeal Procedures**

*FAIR PROCESS FOR ACADEMIC PROBLEMS*

A student who experiences a problem concerning a grade or any other

aspect of a course should first discuss the matter with the professor. If the

problem is not resolved, he or she should go next to the dean of the school,

the chair of the department, or the coordinator/director of the particular

graduate program, whichever is appropriate. If not satisfactorily resolved, the

matter should be taken to the Dean of the Graduate School, who will hear

only those parties involved and make a decision in the case.

*ACADEMIC APPEALS*

If a student is not satisfied with the decision in his or her case regarding an

academic matter, that student has a right to appeal. (This right to appeal

academic matters applies to applications of written academic policy, to

academic dishonesty decisions, and to grade and other course complaints that

have already been through the process stated above.) In order to appeal an

academic matter, he or she should address a letter to the Chair of the Graduate

Council, stating the reason for the appeal and explaining the circumstances. If

the student is asked to appear before the Council, he or she at that time may

bring a representative from within the University to act as counsel. **Deadline**

**for an academic dishonesty appeal is seven days after the date of the decision**

**being appealed. Grade appeals must be completed on or before the last day of**

**the following semester. Deadline for all other types of academic appeals is**

**eighteen months after the date of the decision being appealed.**

## GWU Middle Grades Masters Capstone Process

EDUC 642 – Continue to work on Chapter 1, write Chapters 2 and 3, complete CITI training and write IRB

EDUC 644 – Collect data; Write Chapters 4 and 5

TaskStream Submissions: Drafts of Chapters 1 and 2 at end of Capstone 1; Drafts of Chapters 1, 2, and 3 at end of Capstone 2; Final paper, 10 selected journal entries, presentation and feedback at end of Capstone 3

## Appendix A

IRB Form

**Gardner-Webb University**

**Institutional Research Board**

**Application to Conduct Research with Human Subjects**

**(Researcher must complete this form before request can be submitted to IRB)**

**Name of Researcher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_**

**Mailing Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Sponsor (if student research)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title of Research Project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is your research question(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How many subjects do you expect to use, and how will you obtain this**

**sample?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is your research methodology? Attach any tests to this form with**

**the appropriate references.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Describe the research procedure. Attach a copy of the consent form and**

**a copy of the debriefing statement. Describe how and when these will be**

**used.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Does this research pose risk to the subject? If so, what protocol will be enacted to protect the subject? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Does this research involve deception of any kind? (If applicable, please explain.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Will any incentives be used? If so, please explain.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How will you protect the subject's right NOT to participate in your**

**research?**

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**How will you protect the subject's confidentiality of results?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**How, when, and where will the research results be reported?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**If this changes, be sure to contact the IRB with an update. If, for**

**example, a faculty member publishes research results, he/she should**

**forward this information to the IRB.**

**When do you anticipate completing this research? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signatures:**

**Researcher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_**

**Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Sponsor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_**

**(if student research)**

**Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Required attachments:**

**Copy of Informed Consent Form**

**Copy of Course Completion Certificate**

**Permission to use published instruments (if applicable)**

**Signed institutional permission or IRB application (if applicable)**

**Revised 11-09**

## Appendix B

Sample IRB Form

**Sample IRB Consent Form**

# Gardner-Webb University

Institutional Research Board

# Application to Conduct Research with Human Subjects

(Researcher must complete this form before request can be submitted to IRB)

## Name of Researcher: Date: 2011-2012

## 

Mailing Address:

Email Address:

Phone:

Department: Education

Faculty Sponsor (if student research): Dr.

Title of Research Project: The Effect of Technology Use on Multiplication Skills of Exceptional Children

What is your hypothesis/research question(s): How will technology impact multiplication skills of students with academic difficulty in math due to special needs?

How many subjects do you expect to use, and how will you obtain this sample? The teacher will use five human subjects. The subjects are enrolled in the teacher’s sixth grade math resource class for the school year. The subjects will be chosen based on their pre-assessment in the area of multiplication. The five lowest performing students will be chosen for the study given parental permission is granted. These students are Exceptional Children and have documented disabilities in various categories of eligibility.

What is your research methodology? Action research performed by an individual teacher will be used. The researcher will use anecdotal notes and lesson plans, ongoing math fact assessments, and student work to prove the effectiveness of the strategies used throughout the research process. The teacher will use a pre-assessment, ongoing math fact assessments, and a post-assessment to determine effectiveness of strategies. These assessment scores will be charted for each subject to determine if strategies implemented were effective. Effectiveness will be determined by an increase in percentage correct of multiplication facts from assessments administered throughout the research study.

Describe the research procedure. Attach a copy of the consent form and a copy of the debriefing statement. Describe how and when these will be used.)

After parental permission is given and the five lowest performing students are identified through a pre-assessment, the teacher will begin to incorporate strategies into lessons.

1. Students will be exposed to multiplication facts through the use of hands on manipulatives.

2. Students will be exposed to multiplication facts through the use on song and rhyme.

3. Students will be exposed to multiplication facts through the use of online interactive math games and websites.

Throughout the research process, the following items will be completed and collected to prove effectiveness of the research study:

1. teacher lesson plans and anecdotal notes

2. ongoing math fact assessments

3. student work samples

Does this research pose risk to the subject? If so, what protocol will be enacted to protect the subject? There is no risk involved to the participants in the action research study.

Does this research involve deception of any kind? (If applicable, please explain.) No deception will be involved with the study.

Will any incentives be used? If so, please explain. No incentives will be used in the study.

How will you protect the subject's right NOT to participate in your research? Students who do not wish to participate will not be included in the study. Students will be given forms with information regarding the study to give to their parent(s) or guardian(s). This form requires parental signature as permission to participate. Students who choose not to participate or in cases where parental permission is not given, those students will either participate in the activities if lacking in the area of multiplication or be given an alternate assignment.

How will you protect the subject's confidentiality of results? The names of the participants will not be used. Each of the participants will be assigned a letter or number for identification purposes. No names will be used. Parental permission was given to take pictures and videos of participants as data to support the study

How, when, and where will the research results be reported? The research results will be reported as a written document for the teacher’s professor and as visual presentation to a selected group of peers or other group with interest in the topic. Parents will be given a confidential summary of the research results. A copy of the written research, the visual presentation and the reflections will be posted on Task Stream.

If this changes, be sure to contact the IRB with an update. If, for example, a faculty member publishes research results, he/she should forward this information to the IRB.

When do you anticipate completing this research? Spring 2012

Signatures

Researcher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Sponsor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

(if student research)

Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Required attachments:

Copy of Informed Consent Form

Copy of Course Completion Certificate

Permission to use published instruments (if applicable

Signed institutional permission or IRB application (if applicable)

**Revised 11-09**

## Appendix C

CITI Instructions

**Basic CITI Learner Instructions**

The following are basic learner instructions to logon to your CITI site for the first time.

Please go to **www.citiprogram.org** to register for your CITI online training.

Once there, simply click on "New Users Register Here".

Under "Select your institution or organization" page, please select Gardner-Webb University in the "Participating Institutions" drop down box.

Next, proceed to create your own username and password and select your Learner Group.

If you are doing “exempt research” (see definition below), please select the **Students Conducting no more than Minimal Risk Research Learner Group**. (If you have questions in determining your type of research, please consult your professor or research advisor)

If you are doing “expedited research” (see definition below) , please select either the **Social & Behavioral Research Investigators Learner Group** or the **Biomedical Research Investigators Learner Group**, whichever is appropriate for your field and type of research project. (If you have questions in determining your type of research, please consult your professor or research advisor)

After going through the brief registration process you will be ready and setup as a CITI Learner under Gardner-Webb’s setup requirements.

When you have completed all required modules for your chosen Learner Group, please **print your certificate of completion** and include this document with your IRB application and/or provide as evidence to your professor.

If you have questions concerning this process, feel free to contact either:

Dr. Franki Burch or Dr. Ivelina Naydenova

IRB Administrator IRB Chair

704-406-4724 704-406-4242

[fburch@gardner-webb.edu](mailto:fburch@gardner-webb.edu) [inaydenova@gardner-webb.edu](mailto:inaydenova@gardner-webb.edu)

Best wishes with your research!

**CATEGORIES OF RESEARCH**

**Exempt Research** (46.101 of Title 45, Code of Federal Regulations, Part 46)

http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm

Exempt research is conducted in regular courses at Gardner-Webb under the supervision of a professor. Participation is anonymous, all data are recorded so that the research participants may not be identified, the data collected (self-esteem test, stress survey, etc.) is not controversial (e.g., surveys are not on sensitive topics such as sexual behavior or drugs), and the human subjects involved are not members of vulnerable populations (e.g., children\*, prisoners, mentally disabled). The word “exempt” may be misleading; it is not meant to imply that the activity is not reviewed, only that the activity is not subject to continuing IRB review if granted exemption. The IRB departmental Representative and IRB Departmental Members approve research at this level.

\*Research with children may be exempt if done in normal educational settings and involving no deception, withholding of information, or radical educational practices.

**Expedited Research** (46.110 of Title 45, Code of Federal Regulations, Part 46)

Expedited research is approved at the departmental level by two IRB Representatives ***and*** the IRB Administrator, Chair, *or* Institutional Official (whichever is outside the researcher’s department). It does not require discussion at a convened board meeting. This category includes minor changes in previously approved research, and research that is considered “minimal risk” (collecting data on weight or blood samples, or test/retest data). Expedited review protocols are subject to continuing review by the IRB on an annual basis. Researchers in this category must obtain informed consent in writing for all research participants.

**Non-Exempt (Full) Review Research** requires review by the full IRB. This would include research that is more than “minimal risk” in that it could cause harm or discomfort greater than that encountered in daily life or during the performance of routine physical or psychological examinations or tests. Non-exempt research also includes research:

* where informed consent is not possible;
* involving deception;
* involving researchers outside of GWU
* involving vulnerable populations.

## Appendix D

Capstone Overview

## Capstone Overview

**Capstone 1:**

Students will write Chapter 1 and at a minimum outline Chapter 2. Students will begin keeping a journal in accordance with the Capstone Journal Guidelines.

*TaskStream Requirements:* Rough Draft of Chapter 1

Outline of Chapter 2

\*Students will select the instructor of Capstone 1 to be their evaluator.

**Capstone 2:**

Students will continue revising Chapters 1-3 and begin data collecting

pending IRB approval. Students will continue keeping a journal in

accordance with the Capstone Journal Guidelines.

*TaskStream Requirements:* Drafts of Chapters 1-3

\*Students will select the instructor of Capstone 2 to be their evaluator.

**Capstone 3:**

Students will finish all Chapters, complete Capstone Evidence Cover Sheet and attach it to the front of their Capstone Paper, finish journals, and present project in accordance with the Capstone Presentation Guidelines.

*TaskStream Reqiurements:* Final Paper with Capstone Evidence Cover Sheet

10 selected journal entries

Capstone Presentation

Summary of Audience Feedback

\*Students will select the instructor of Capstone 3 to be their evaluator.

## Appendix E

Capstone Paper Checklist

## Capstone Paper Checklist

**Chapter 1 – Introduction**

* Overview
* Problem Statement
* Purpose
* Description of the Community
* Description of Work Setting
* Writer’s Role
* Definition of Terms
* Summary

**Chapter 2 – Study of the Problem/Literature Review**

* Overview
* Problem Documentation
* Literature Review
* Causative Analysis
* Summary

**Chapter 3 – Expected Outcomes and Procedures for Data Analysis**

* Overview
* Design of Study
* Methodology
  + Participants
  + Instruments
  + Procedures
* Summary

**Chapter 4 – Data Analysis**

* Overview
* Report of Results
* Summary

**Chapter 5 – Conclusions, Recommendations, and Implications for Future Research**

* Overview
* Conclusions from Results
* Recommendations Based on Results
* Implications for Future Research
* Summary

## Appendix F

Capstone paper Outline

## Capstone Paper Outline

The capstone paper is one part of a three piece capstone process. Piece one is the paper. Piece two is a presentation to a group of peers or interested parties about your paper with feedback from the group after the presentation. Piece three is a journal you keep throughout the capstone process reflecting on your process and how the five North Carolina Professional Teaching Standards have been interwoven into your process. This process is a five semester process in which you work on defining the problem and looking at the literature in semesters one and two, writing a literature review and designing the study in semesters two and three, collecting data and beginning to analyze that data in semester four, and finally finishing writing the paper, presenting your findings, and selecting 10 of your journals that really reflect the use of the standards to submit to TaskStream.

Please remember that you are writing a formal research paper. Therefore, you do not refer to yourself in the first person. Also, you need to follow APA format and the GWU Style Guide.

1. **Chapter 1 - Introduction (suggested length: 5-8 pages)**
   1. Overview – This is the introduction to your problem. What research led you to know that this was a problem?
   2. Problem Statement - This is short, explaining exactly what the problem is. You have already established that there is a research base for the problem, now you state the problem succinctly.
   3. Purpose – What exactly is your study about? “The purpose of this study is to...”
   4. Research Questions – What question or questions are you trying to answer with your study?
   5. Description of the Community – Talk about the community surrounding your school. Is it supportive? What kinds of changes has it undergone in the past 5 or 10 years? Is it urban, suburban, or rural? Give us enough demographics to paint an adequate picture of your area.
   6. Description of Work Setting – Now talk about your school. What is it like? How are you structured? What makes your school different or unusual? We need to know the environment.
   7. Writer’s Role – You are the researcher. What is your role going to be?
   8. Definition of Terms – Define all unusual terms. Remember to cite all definitions.
   9. Summary – Sum it all up. Remember to restate the problem and the purpose here.
2. **Chapter 2 – Study of the Problem/Literature Review (suggested length: 10-12 pages)**
   1. Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let me know the structure of the chapter.
   2. Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
   3. Literature Review – A thorough review of research related to your topic and your research questions.
   4. Causative Analysis – What does the research say are the causes of the problem?
   5. Summary – Wrap it all up. Reword problem and purpose and remind me of the most important points of your literature review.
3. **Chapter 3 – Expected Outcomes and Procedures for Data Analysis (suggested length: 5-8 pages)**
   1. Overview – Again, remind me of the study and then move on to the structure of the chapter. Don’t worry; you are repeating yourself, just using different words.
   2. Design of the Study – What kind of study is this?
   3. Research Questions – Just copy them from Chapter 1.
   4. Methodology
      1. Participants – Who is participating in your study (be specific, not with names, but with demographic information)?
      2. Instruments – What are you using to conduct your study? They are not written in here, just explained and noted as appendices.
      3. Procedures – How exactly (step-by-step) are you conducting your study?
   5. Summary – Conclude this section. Give me a brief overview of how you are conducting your study after you remind me again for the problem and purpose.
4. **Chapter 4 –Data Analysis (suggested length: as long as needed)**
   1. Overview – Figure out another way to state the problem and the purpose, then tell me how this chapter is structured.
   2. Report of Results – Just stick to the facts. No opinions or conclusions here.
   3. Summary - Wind up this chapter.
5. **Chapter 5 –Conclusions, Recommendations, and Implications for Future Research (suggested length: 5 pages)**
   1. Overview – Remind me of the problem and purpose one more time, followed by chapter structure.
   2. Conclusions from Results – Now you can give your opinion of what the results mean. Just make sure your opinions are directly related to your results. Also, make sure you answer your research questions.
   3. Recommendations based on Results – Based on your findings, what do you recommend for your classroom/school as next steps?
   4. Implications for Future Research – So, if someone wanted to continue your research, what are the next steps?
   5. Summary – Finally, the last time you have to conclude. Review problem, purpose, and results.

## Appendix G

Capstone Evidence Cover Sheet

## Capstone Evidence Cover Sheet

Complete the following form to introduce your capstone project. Attach to the front of your Capstone Paper.

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overview**

**Description of Project:**

**Summary: (brief summary of findings/impact on schools and students)**

|  |  |
| --- | --- |
| **NCPTS** | **Capstone Project Evidence** |
| **Standard 1:** Teachers demonstrate leadership |  |
| **Standard 2:** Teachers establish a respectful environment for a diverse population of students |  |
| **Standard 3:** Teachers know the content they teach |  |
| **Standard 4:** Teachers facilitate learning for their students |  |
| **Standard 5:** Teachers reflect on their practice |  |

## Appendix H

Capstone Journal Guidelines

## Capstone Journal Guidelines

Throughout the six-part process of conducting the action research project described above, teacher leaders are expected to keep an ongoing journal that reflects the experiences in the process and how this process specifically shows evidence of the NC Professional Teaching Standards.

Journal entries should include the following:

1.     What happened – descriptions of events occurring in the action research process

2.     Why it happened – reflections on the context of event descriptions examining the reasons surrounding specific details of the action research process

3.     What it might mean – reflections on the impact specific events have on future decisions/actions in the action research process and the NC Teaching Standards as applicable

4.     Impact on school environment – reflections on the impact specific events have on the classroom environment and beyond (Standard 5)

With the submission of the action research capstone paper, students must submit a minimum of 10 selected journal entries representing multiple points of the action research process over time to TaskStream.  In addition, an introductory document briefly describing the rationale for inclusion of the selected journal entries (1-2 pages) should accompany this assignment.

## Appendix I

Capstone Presentation Guidelines

## Capstone Presentation Guidelines

Along with the capstone paper, students must present their action research project to a group other than their Gardner-Webb University peers.

The purpose of this requirement is to share the individual action research projects with other professionals or interested parties, thus demonstrating leadership in classrooms, schools, and professional organizations by promoting scholarly research among educators (Standard 1). The following components from the individual action research project should be highlighted for this presentation:

1. Problem description
2. Problem documentation
3. Setting: Population/group selected for the study and context of the study
4. Solution strategy or strategies
5. Recommendations for change
6. Recommendations for future researchers
7. Solicitation of audience feedback using survey provided

Although the literature review is a major component of the action research capstone paper, presenters do not typically dedicate a large portion of time to it. Teacher leaders may briefly mention some key studies, but exhaustive reviews of the literature do not make for particularly stimulating presentations. Concentrate on the “action” part of the research project, highlighting the background, selected solution strategy or strategies and potential for future applications.

Students may present their papers at any of the following:

1. In-district workshop
2. Group in the work setting
3. Other outside special interest group consisting of 10 or more people
4. Parent group, school board, or other faculty group meeting

Note the following requirements for the presentation:

1. The presentation should be 30 minutes with 10-15 of these minutes used to answer questions.
2. Students may choose a lecture-based or interactive format for the presentation.
3. Students should include visuals created with the use of technology, when possible. These may include, but are not limited to, PowerPoint® presentations, overhead slides created from a PowerPoint® presentation, or multimedia presentations of another nature. Handwritten transparencies are not acceptable.

In the final hour of the three-hour capstone seminar, students must prove to the faculty member that they have completed a presentation of this nature. If a student presented at a workshop, he/she may submit a copy of the program, highlighting his/her role as a speaker, for verification. In less formal situations, written verification signed by an administrator, manager, or Gardner-Webb University faculty member will suffice.

## Appendix J

Capstone Presentation Survey

## Capstone Presentation Survey

Please select the appropriate response regarding the candidate’s proficiency on the indicators listed below.

1. Candidate demonstrates evidence of the assumption of collaborative leadership within the context of classroom and school environments.
   1. Not Demonstrated
   2. Proficient
2. Candidate demonstrates facilitation of a respectful, positive, and productive educational environment within diverse populations.
   1. Not Demonstrated
   2. Proficient
3. Candidate demonstrates the implementation of knowledge and understanding of curriculum theory on the engagement of students through the development of integrated, rigorous, and relevant learning activities.
   1. Not Demonstrated
   2. Proficient
4. Candidate demonstrated the implementation of learning activities that address child developmental needs that maximize student learning with an emphasis on critical reading, writing, and thinking.
   1. Not Demonstrated
   2. Proficient
5. Candidate demonstrates evidence of activities that embrace critical thinking, problem solving, and innovation through reflective practice.
   1. Not Demonstrated
   2. Proficient

Top of Form

## Appendix K

Capstone Rubric

|  |  |
| --- | --- |
| Capstone Rubric | <http://www.taskstream.com> |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Not Demonstrated**  value: 0 | **Developing**  value: 1 | **Proficient**  value: 2 | **Distinguished**  value: 3 | **Score/ Level** | | Standard 1: Teacher Knowledge and Leadership | No evidence demonstrated. | Demonstrates an understanding of knowledge, skills, and dispositions necessary for developing a collaborative environment. | Demonstrates evidence of the assumption of collaborative leadership within the context of classroom and school environments. | Demonstrates evidence of full implementation of a collaborative environment including internal and external communities as indicated on the capstone checklist. |  | | Standard 2: Respectful Educational Environments | No evidence demonstrated. | Demonstrates an understanding of knowledge, skills, and dispositions necessary for providing respectful, positive and productive educational environments. | Demonstrates facilitation of a respectful, positive, and productive educational environment within diverse populations. | Demonstrates evidence of sharing leadership in establishing respective, positive, and productive environments throughout multiple internal and external communities with emphasis on capstone checklist. |  | | Standard 3: Content and Curriculum Expertise | No evidence demonstrated. | Demonstrates knowledge of the subjects taught and an understanding of curriculum theory and development. | Demonstrates the implementation of knowledge and understanding of curriculum theory on the engagement of students through the development of integrated, rigorous and relevant learning activities. | Demonstrates evidence of enhanced learning cultures within internal and external communities. |  | | Standard 4: Student Learning | No evidence demonstrated. | Demonstrates knowledge and understanding of child development, adolescent development and cognitive development supported by theories of assessment and evaluation. | Demonstrates the implementation of learning activities that address child developmental needs that maximize student learning with an emphasis on critical reading, writing and thinking. | Demonstrates evidence of facilitation of enhanced student learning within the larger school context resulting from comprehensive assessment and evaluation. |  | | Standard 5: Reflection | No evidence demonstrated. | Demonstrates knowledge and understanding of systematic, critical analysis of learning through reflective practice. | Demonstrates evidence of activities that embrace critical thinking, problem solving, and innovation through reflective practice. | Demonstrates the ability to create environments that support ongoing professional development resulting from reflective practice. |  | | |

Bottom of Form

## Appendix L

Style Guide

**Style Guide for the Capstone**

**Gardner-Webb University**

**Date of Issue:**

**August, 2010**

The *Style Guide for the Capstone* describes the required form for capstone projects at Gardner-Webb University School of Education. This style guide does not cover matters of content.

**APA Style**

Aspects of form and style not covered in this guide are to be found in the sixth edition of the *Publication Manual of the American Psychological Association* (APA). Familiarize yourself with APA guidelines at the beginning of your program of study. Before it is submitted for final approval, your document must be correct in all aspects of the following (APA section numbers are in parentheses):

1. Writing Style (APA 3.05-3.11) & Grammar (APA 3.18-3.23)
2. Reducing Bias by Topic (APA 3.12-3.17)
3. The Mechanics of Style (APA 4.01-4.49)
4. Citing References in Text (APA 6.11-6.21)
5. Reference List (APA 6.22-7.10)
6. Tables and Figures (APA 5.01-5.30)

**Editing**

You are responsible for editing your document prior to submitting it to TaskStream.

**Margins**

The cover page should have 1.5 inch margins on all but the right side, which should be 1.0 inch.

All other pages of the document must have the following margins: 1.5 inches left side; 1.0 inch top, bottom, and right side. The bottom margin should be as close as possible to 1 in., but not smaller than 1 inch. Appendix material may have larger, but not smaller, margins. Use a ragged (i.e., unjustified) right margin, except for the table of contents. Begin each chapter on a new page. Bottom margins must be 1.0 inch regardless of the paragraph break. Therefore, you should remove the widow/orphan control in your word processing program so that each page has text to the bottom margin. The only exception is a stand-alone subheading, which should not appear on the last line of a page.

**Typeface and Size**

Use a 12-pt serif typeface; New Times Roman is preferred. Italics should be used where required by APA rules. Do not use underlining, bold type, bullets, or colors. A 10-pt type may be used in tables and figures, if necessary, to fit material within the left and right margins or on a single page. The type size for a table note or figure caption should be 10 pt to differentiate between the note or caption and the next line of text.

**Line and Word Spacing**

Double-space between all lines of text, between paragraphs, between headings and subheadings, between headings and text, and between tables and text. Single-spacing is required in some sections of preliminary pages (see samples) and is permissible in table titles and figure captions and in multiple-line headings. Provide two spaces after punctuation at the end of a sentence. Refer to APA section 4.01 for exceptions to this rule.

**Pagination**

Page numbers start with the first page of Chapter 1. For the main body of the document (from page 1 of first chapter through appendixes), place Arabic numerals on the right margin and at least two line spaces above the 1-inch margin line. The typeface and size of page numbers should be the same as the manuscript type.

**Indentation**

The first line of each paragraph must have a consistent indentation of five to seven spaces or ½ inch. Use the same indentation for subheadings in the table of contents, for block quotations, for the first lines of numbered seriation, and for the second and subsequent lines in reference-list entries. Use a hanging-indent style for the reference list. In numbered lists, indent the first line of each item; second and succeeding lines should be flush left. See APA 3.04 for Seriation.

**Tables and Figures**

Tables and figures must be formatted according to the guidelines of the APA manual (sections 5.04-5.30). Tables and figures can be single spaced. Tables and figures should be presented horizontally and placed at the appropriate point in text (i.e., following, as soon as possible, the text reference). A figure caption is placed below the figure. Continue the narrative text to the bottom margin on a page with a short table or figure (i.e., less than a full page) and on a page that precedes a page with a table or figure. If you have only one table or figure in the document, do not label it with a number; refer to the item as “Table” or “Figure.”

**Reference List**

Single-space within each entry, but double-space between entries. Use the hanging-indent style. Title the reference list as “References.”

**Appendix Material**

Each item in the appendix must be cited to in the paper and must be in the same order as cited in the paper. The appendix should be used for material that you have created. You must obtain specific, written permission from the publisher to include copyrighted material in your capstone. A permission note (see APA 5.06) must be placed on the appropriate appendix item. Each appendix item must have a cover page (see sample); the page numbers of the cover pages, not of the actual appendix items, are presented in the table of contents. Do not include a cover page for the whole appendix section. Keep the number of appendix items to a minimum. As a general rule, you should not include more than 26 appendix items (i.e., do not go past Appendix Z). Do not include forms and other materials related to the Institutional Review Board process. To ensure the privacy and confidentiality of participants in your study, do not include their names or identifying information in the appendix or the in text of the capstone.

**Headings**

A two-level heading format is preferred. A third level (see APA 3.03) may be used where appropriate. The first-level heading is centered, boldface; the second-level heading is flush left, boldface (no period) with text beginning on the next line. A third-level heading is indented, boldface with a period, and is immediately followed by the first sentence of the paragraph (see sample). The wording of headings (and titles) must match the wording of the corresponding headings (and titles) in the table of contents.

**Preliminary Pages**

The order of preliminary pages is as follows: title page, abstract, and table of contents. The degree designation will be Master of Education.

**Title Page (see Appendix A)**

See the sample for the required format. Sections (e.g., title, byline) should be placed so that white space is evenly distributed. The top line (title) must be on the top margin (1.5 inches from the top of the page). The bottom line (year) must be on the bottom margin (1.5 inches from the bottom of the page). Type the year in which you expect the capstone to be approved. Break each line of the title at a logical point. Break the lines of the fulfillment statement as shown in the sample.

**Abstract (see Appendix B)**

See the sample for the required format. Single-space within each paragraph, but double-space between paragraphs. Do not indent the first lines of the paragraphs. The narrative portion of the abstract should be 220-270 words. The abstract should not exceed one page in length.

The first section (paragraph) must contain all of the elements shown in the sample. The capstone title, your name, and the year must be identical to the title, name, and year on the title page. Include four or five ERIC descriptors (key words). For selecting descriptors, use the Online Thesaurus of ERIC Descriptors (www.ericfacility.net/extra/pub/thessearch.cfm).

**Table of Contents (see Appendix C)**

See the sample for the required format. All first- and second-level headings in the table of contents must appear in the text, and vice versa. Do not include third-level headings in the table of contents. Lists of tables and figures follow immediately after the list of appendixes. Dot leaders, rather than a series of periods, must be used to join headings and their respective page numbers. The right margin for the table of contents is justified. Do not provide an additional tab (indent) for the second and subsequent lines of a heading, subheading, or title; begin the second line of the heading or title at the same point as the first line. Avoid having headings and titles extend into the column of page numbers. Headings and page numbers in the table of contents must match the corresponding headings and page numbers in the text. Lines for preliminary pages should not be included in the table of contents. Do not repeat headers (such as “Page”) on the second and subsequent pages of the table of contents. If you have only one appendix item, one table, or one figure, do not include an identifying letter or number; label the header

“Appendix,” “Table,” or “Figure” and begin the title at the first tab position.

**Appendix A**

**Sample Title Page**

Using an Internet Service to Bring Resources and Educational Possibilities to Middle

School Students and Teachers

By

Rose Sayer

A Capstone Submitted to the

Gardner-Webb University School of Education

in Partial Fulfillment of the Requirements

for the Degree of Master of Education

Gardner-Webb University

2010

**Exhibit B**

**Sample Abstract**

Abstract

Using an Internet Service to Bring Resources and Educational Possibilities to Middle School Students and Teachers. Sayer, Rose, 2004: Capstone, Gardner-Webb

University, Middle Schools/Media Selection/Internet/Databases/Teacher Education

This capstone was designed to examine better access to current information for the students and staff in a middle school. The printed materials located in the school's media center were outdated, scarce, or inadequate. Electronic databases were available in the media center for online searching and information retrieval. However, the students did not know how to use databases as a source for completing class assignments or how to browse within these online services to find additional information. Teachers also did not know how to use the electronic information to enrich their lessons.

The writer developed lesson plans and strategies to train students and teachers on two online services available in the media center. Daily sessions on these databases provided students and teachers with training in (a) e-mail usage, (b) searching and locating current events information, (c) printing from the screen, (d) saving messages, and (e) dialing into the online services. Teachers were encouraged to continue to use these services for curriculum enrichment and as an additional source for future lesson plans.

An analysis of the data revealed that students were more likely than teachers to use the online databases. The most successful activities were those that involved students in researching information about current events. Although teachers planned assignments that required the use of online services, they did not want to provide additional time for students to be in the media center.

**Exhibit C**

**Sample Table of Contents**

Table of Contents

Page

Chapter 1: xxxxxxxx 1

Xxxxxxxxxxx xx Xxxxxxxxx 1

Xxxxxxxx Xxxx Xxxxxxx 2

Xxxxxxxx Xxxx. 4

Chapter 2: Xxxxx xx xxxxxxxxx. 6

Xxxxxxx Xxxxxxxxx. 6

Xxxxxxxxx xx Xxxxxx 6

Xxxxxx Xxxxxxxxxxx 9

Xxxxxx xx xxx Xxxxx. 11

Xxxxxxxxxxxx xx xxx Xxxxxxx xx xxx Xxxxxxxxxx 14

Chapter 3: Xxxxxxxxxxx Xxxxxxxx xx Xxxxxxx xxxxxxxxx 24

Xxxxxx 24

Xxxxxxxx Xxxxxxxx 25

Xxxxxxxxxxx xx Xxxxxxxx 27

Chapter 4: Xxxxxxxx xxxxxxxxx 28

Xxxxxxxxxx xxx Xxxxxxxxxx xx Xxxxxxxxx 29

Xxxxxxxxxxx xx Xxxxxxxx Xxxxxxxxx 39

Xxxxxx xx Xxxxxx Xxxxxx 43

Chapter 5: Xxxxxxx 46

Xxxxxxxx 46

Xxxxxxxxxx 50

Xxxxxxxxxxxxxxx 54

Xxxxxxx xx Xxxx 57

References 59

Appendixes.................................................. 59

A Title in Initial Caps and Lower Case—Begin a Second Line Directly

Below the First Line 60

B Title in Initial Caps and Lower Case 64

Tables...................................................... 59

1 Title in Initial Caps and Lower Case 10

2 Title in Initial Caps and Lower Case 48

Figures

1 Title in Initial Caps and Lower Case 9

2 Title in Initial Caps and Lower Case 47

## Appendix M

Tentative Course Expectations and Activities

(Subject to change at Instructor discretion)

## EDUC 641 – Philosophy, History, and the True Middle School

**Texts:**

***The Exemplary Middle School*** by Paul S. George

***American Schools, American Teachers: Issues and Perspectives*** by David Schuman

***Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and Accountability in Education*** by John D. Balls, A. Douglas Eury, and Jane C. King

***A Short Guide to Action Research*** by Andrew P. Johnson

**Optional Text :**

***APA Style Guide, 6th Edition***

**Description:**

This course is a study of middle school history, philosophy, and future endeavors. It also offers an application and examination of the tenets of developmentally responsive middle level education, motivation and management, teachers as leaders, teaming and exemplary middle level practices across the curriculum. This course includes a one hour capstone.

**Rationale:**

The purpose of this course is to provide school leaders an opportunity to study and reflect on significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s). The study will be grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education.

**Specific Standards*:* NC Teaching Standards**

[Standard 1](http://www.learnnc.org/ncpts/2009-PTS/PTS1/01/)

Teachers demonstrate leadership.

[Standard 2](http://www.learnnc.org/ncpts/2009-PTS/PTS1/02/)

Teachers establish a respectful environment for a diverse population of students.

[Standard 3](http://www.learnnc.org/ncpts/2009-PTS/PTS1/03/)

Teachers know the content they teach.

[Standard 4](http://www.learnnc.org/ncpts/2009-PTS/PTS1/04/)

Teachers facilitate learning for their students.

[Standard 5](http://www.learnnc.org/ncpts/2009-PTS/PTS1/05/)

Teachers reflect on their practice.

**Course Objectives** As a result of course readings, activities, and assignments, students will:

1. Gain an understanding of the philosophical tenets that are the foundation for education in the United States.
2. Gain an understanding of the philosophical tenets that are the foundation of middle schools in the United States.
3. Understand the dynamics of teaching at the middle level, including characteristics of middle level learners.
4. Gain insight into the process of curriculum development at the middle level.
5. Understand how to collect and analyze specific school data to determine a curricular need.
6. Gain a preliminary understanding of the action research process and its uses.
7. Understand how to frame appropriate action research questions for investigation.

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Grading Scale:**

**95-100 = A, excellent work with unique qualities**

**90-94 = A-, excellent, master-level work**

**87 –89 = B+, good, solid work; well thought-out**

**84-86 = B, solid work; good planning**

**80-83 = B-, solid work; evidence of planning**

**80-75 = C, passing, but below normal graduate work level**

**Below 75 = F, failing, unacceptable work**

Assignments are worth the points indicated by the designated rubric unless otherwise indicated. All assignments listed in the syllabus are worth 196 points total. Instructors reserve the right to make additional assignments, thereby changing the point total. You grade will be calculated by dividing the total number of points earned by the total number of points possible. That average will then be applied to the above grading scale.

**Learning Tasks:**

1. Interview a middle school historian. Write up your findings and post it in the appropriate drop box on the discussion board along with submitting it as an assignment. (Graded with General Report Rubric)

2. Choose a subject of your choice and research how the teaching of it has changed over the past 30 years. Write up your findings and post it in the appropriate drop box on the discussion board along with submitting it as an assignment. (Graded with General Report Rubric)

3. Interview the most effective middle school “team” you can find about what makes them an effective team. Write up your findings and post it in the appropriate drop box on the discussion board along with submitting it as an assignment. (Graded with General Report Rubric)

4. Examine the EVAAS predictor data for your current students in Math. How many are appropriately placed? Research articles on the middle school achievement gap and post it in the appropriate drop box on the discussion board along with submitting it as an assignment. (Graded with General Report Rubric)

5. Design a new middle school that will house 850 students based on all the components of an exemplary middle school. You should have a drawing of your school layout, schedules, curriculum, instructional models expected by the teachers, a two year faculty development plan, a school communication and saftey plan, and a way to assess your new school. Post it in the appropriate drop box on the discussion board along with submitting it as an assignment. (Graded with Project Rubric)

6. Draft Chapter 1 of your capstone and begin a working outline of Chapter 2. Submit on TaskStream for review. (Graded with Capstone Rubric) You also have capstone requirements in the discussion board. If you do not see them, please scroll down to the bottom of the board. You must maintain those deadlines. This component of this course is scored with a pass/fail. Therefore, it is imperative that you complete all expectations of the capstone listed on the syllabus and in Blackboard.

7. Other activities assigned by your instructor. (Graded with rubrics deemed appropriate by the instructor.)

## EDUC 642 - Measurement, Assessment, and Action Research for 21st Century Teachers

**Texts**

* *Pearson Custom Education: Measurement, Assessment, and Action Research for 21st Century*. (2011) Boston, Massachusetts; Pearson Learning Solutions*.*
* *Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and Accountability in Education, ISBN 10: 1-256-32560 – 0*
* *A Short Guide to Action Research, 3rd edition, ISBN – 13: 978-0-205-50931-7*
* *APA Manual, 6th edition*
* Various articles

**Course Description**

*EDUC 642:* This course is a survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices.

Effective leaders are key to effective schools. Applying the theories and research of measurement and assessment will help candidates to collect, analyze and interpret data, apply them in the classroom and use them to develop as teacher leaders of 21st Century schools that produce 21st Century Learners.

This course also contains a study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning. All of this is done with a focus on Chapters 2 and 3 of the action research paper as part of the capstone process.

**Attendance**

Class attendance is expected. Unavoidable absences should be discussed with the instructor. It is the student’s responsibility to obtain materials/notes for missed session. Be aware that the graduate catalogue states policy that students must attend 75% of scheduled classes. Attendance will be taken in on-line classes via participation in discussion questions.

**Academic Integrity**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

**Grading System**

A 95-100 = Excellent Work

A- 90-94 = Exceeds Expectations

B+ 85-89 = Good Solid Work

B 80-84 = Meets Expectations

B- 76-79 = Does Not Fully Meet Expectations

C 75-79 = Not Graduate Quality Work

F 74 and below = Unacceptable Work

**Evidence for *Analysis and Action Plan for Capstone Standards***

**1. Teacher Leadership**

Candidate:

* Demonstrates effective ongoing communication, collaboration, and teambuilding
* Facilitates mentoring and coaching with novice teachers
* Promotes educational initiatives that affect student learning
* Participates in professional learning communities

**2. Respectful Educational Environments**

Candidate:

* Facilitates the development of inviting, respectful, supportive, inclusive, and flexible educational communities
* Facilitates and models caring and respectful treatment of individuals within the learning community
* Creates collaborative partnerships with families, schools, and communities to promote a positive school culture
* Demonstrates knowledge and understanding of diverse world cultures and global issues
* Encourages high expectations from all students
* Collaboratively designs and implements curriculum and instruction that is responsive to learner differences

**3. Content and Curriculum Expertise**

* Demonstrates in depth knowledge of curriculum, instruction, and assessment
* Models the integration of 21st century content and skills into educational practices
* Develops relevant, rigorous curriculum

**4. Student Learning**

* Seeks out and uses existing research to inform school practices
* Designs action research to investigate and improve students learning and school policies and practices
* Models technology integration that supports student learning
* Critically analyzes student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

**5. Reflection**

* Promotes an educational culture that values reflective practice.
* Models the development of meaningful professional goals
* Models personal and professional reflection to extend student learning and school improvement

**Assignments**

Assignments will be graded according to the rubrics indicated. Each assignment will be worth the points designated by the rubric unless otherwise designated. Students are allowed to revise and re-submit their work for re-assessment up to two weeks (or until the day before grades are due, whichever comes first) after the assignment has been returned by the instructor. After the two-week window passes, the grade will stand as is.

**Learning Tasks**

1. **On-line Posts in Discussion Board** (scored with Discussion Rubric)
2. **Capstone Journal Reflections:** Students are expected to keep a journal of their capstone process that reflects each of the NC Professional Teaching Standards. Those standards are listed in the syllabus above. Students will be required to post five of these journals throughout the course. Due dates will be indicated in the syllabus. Classmates are to post responses as outlined in the Discussion Rubric. (scored with Discussion Rubric)
3. **Article Summaries:** Post the citations (urls, journals, etc.) along with a thought-provoking brief summary of **5** articles (one from each of these categories: Educational Assessment; Formative Assessments; Action Research; Performance Assessments/Portfolios; Standards Based Grading. Articles must come from peer-reviewed journals. Article reviews must be posted by designated dates in order for classmates to read for class. These postings will be part of the Discussion Board. (scored with Discussion Rubric)
4. **Formative Assessment Project:** Students will log on to NCFALCON (North Carolina Formative Assessment Learning Network On-Line Community). Username and Passwords can be obtained through your local LEA from NCDPI. Each of 4 modules will be completed according to the schedule provided in the course syllabus schedule below. At the end of each module a certificate of completion can be completed. Turn in a copy of the certificate for class credit. At the completion of the 4 modules, create a Formative Assessments presentation to share with the class. This presentation should focus on how you are incorporating Formative Assessment strategies in your classroom. Your 15-minute presentation should be interactive and utilize web 2.0 technologies. (NO POWERPOINTS) (scored with General Project Rubric)

**Alternative Assignment for those who do not have access to NC Falcon:** Research best practices in Formative Assessment and choose 8 articles. Write a summary of two articles in place of each of the four modules discussed above. After summarizing all 8 articles, create a Formative Assessments presentation to share with the class. This presentation should focus on how you are incorporating Formative Assessment strategies in your classroom. Your 15-minute presentation should be interactive and utilize web 2.0 technologies. (NO POWERPOINTS) (scored with General Project Rubric)

1. **IRB Submission and Approval** – Students will complete the Citi training module found on the web site at GWU. From the GWU website, students will read the Institutional Review Board handbook which is used by the committee to review applications. Then students will complete Basic Citi Learner portion of the IRB process. Students must show proof of successful completion of the Citi portion with your application. Will complete and submit an IRB to Gardner Webb University and obtain approval for the Action Research Project. (You either complete this requirement or you do not. Failure to complete the Citi training module will result in the reduction of your grade to the next letter. For example, if you have an A-, you will drop to a B+. You must also have your IRB ready to submit in order to not have your grade reduced by a letter grade. Failure to complete both will result in the reduction of two letter grades.)
2. **Item Analysis Project:** Students will choose a subject area they teach (if teaching more than one subject) and track student progress with a weekly item analysis and lesson analysis reports. The end product will be an analysis of student learning over a six-week period. The focus of the lesson analysis reports should be on the integration of the items analyzed with the goals and objectives of the lessons taught, culminating in an examination of needs for adjustment within the lessons on a weekly basis. (scored with General Project Rubric)
3. **Capstone Chapter 2 & 3:** After the development of a research question for extensive study and the writing of Chapter 1, write Chapter 2 (Literature Review) that includes the following:

**Chapter 2 – Study of the Problem/Literature Review**

* 1. Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let the reader know the structure of the chapter.
  2. Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
  3. Literature Review – A thorough review of research related to your topic and your research questions.
  4. Causative Analysis – What does the research say are the causes of the problem?
  5. Summary – Wrap it all up. Reword problem

**Chapter 3 – Expected Outcomes and Procedures for Data Analysis**

* 1. Overview – Again, remind me of the study and then move on to the structure of the chapter. Don’t worry; you are repeating yourself, just using different words.
  2. Design of the Study – What kind of study is this?
  3. Research Questions – Just copy them from Chapter 1.
  4. Methodology
     1. Participants – Who is participating in your study (be specific, not with names, but with demographic information)?
     2. Instruments – What are you using to conduct your study? They are not written in here, just explained and noted as appendices.
     3. Procedures – How exactly (step-by-step) are you conducting your study?
  5. Summary – Conclude this section. Give me a brief overview of how you are conducting your study after you remind me again for the problem and purpose. (scored with the General Report Rubric)

## EDUC 643 – Current Issues in Middle Grades

**Texts:**

Edwards, C. H. (2005) *Teaching and Learning in Middle and Secondary Schools: Student Empowerment Through Learning Communities.* Upper Saddle River: New Jersey.

Hersch, P. (1998) *A Tribe Apart: A Journey into the Heart of American Adolescence.* New York: New York.

**Description:**

This course will focus on an examination and discussion of current issues in middle level education. Particular attention will be paid to 21st Century Learning and how to prepare middle level learners for future challenges that educators cannot even anticipate. This course includes a one hour capstone.

**Rationale:**

Since shared adult agendas and student priorities guide decision making in middle level education, teachers’ effectiveness is often linked to their development of a deeper, more comprehensive understanding of early adolescent learners. Middle level educators who design and implement instruction, which is developmentally responsive to the needs of young adolescents increase opportunities for students’ achievement. Through their planning and implementation of developmentally responsive instruction, teachers facilitate the widest possible range of social, intellectual, emotional, moral, and physical experiences in order to meet all needs of the young adolescent.

**Specific Standards*:* NC Teaching Standards**

[Standard 1](http://www.learnnc.org/ncpts/2009-PTS/PTS1/01/)

Teachers demonstrate leadership.

[Standard 2](http://www.learnnc.org/ncpts/2009-PTS/PTS1/02/)

Teachers establish a respectful environment for a diverse population of students.

[Standard 3](http://www.learnnc.org/ncpts/2009-PTS/PTS1/03/)

Teachers know the content they teach.

[Standard 4](http://www.learnnc.org/ncpts/2009-PTS/PTS1/04/)

Teachers facilitate learning for their students.

[Standard 5](http://www.learnnc.org/ncpts/2009-PTS/PTS1/05/)

Teachers reflect on their practice.

**Course Objectives:**

1. Understand and apply current middle level research in the classroom.
2. Articulate and implement curriculum theories, research, and exemplary practices concerning various topics of controversy facing middle level educators.
3. Articulate and implement various support structures for middle school students in their academic, intellectual, and emotional growth.
4. Exhibit high expectations for students and express dialogue that is mature, sensitive, and discreet when counseling middle level students.

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Grading Scale:**

**95-100 = A, excellent work with unique qualities**

**90-94 = A-, excellent, master-level work**

**87 –89 = B+, good, solid work; well thought-out**

**84-86 = B, solid work; good planning**

**80-83 = B-, solid work; evidence of planning**

**80-75 = C, passing, but below normal graduate work level**

**Below 75 = F, failing, unacceptable work**

**Learning Tasks:**

1. Present your capstone proposal at some point during the course. This is Chapters 1, 2, and 3 of the capstone.

2. Choose a Web 2.0 tool to investigate. Research the tool, determine best practices related to its use, and share the tool with the class in a 30-45 minute presentation/activity.

3. Choose a current topic dealing with middle level issues and prepare a one-hour presentation/discussion/activity for the class. You may complete this assignment in pairs or small groups.

4. Choose a chapter or two from *Teaching and Learning in Middle and Secondary Schools* and prepare a one-hour presentation/discussion/activity for the class. You may complete this assignment individually or in pairs, however if you decide to do this in pairs you must choose at least two chapters. Check the tentative schedule for dates for each chapter.

5. Complete all assigned activities in class and participate in all class activities and discussions.

## EDUC 644 – Teaching Strategies for Diverse Populations

**Texts:**

***Teaching Strategies for Diverse Populations*** a Pearson Custom Textbook

***Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and Accountability in Education*** by John D. Balls, A. Douglas Eury, and Jane C. King

**Description:**

This course is an examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom. It will also address a study of the characteristics and educational needs of individuals with special needs, with an emphasis on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course.

**Specific Standards*:* NC Teaching Standards**

[Standard 1](http://www.learnnc.org/ncpts/2009-PTS/PTS1/01/)

Teachers demonstrate leadership.

[Standard 2](http://www.learnnc.org/ncpts/2009-PTS/PTS1/02/)

Teachers establish a respectful environment for a diverse population of students.

[Standard 3](http://www.learnnc.org/ncpts/2009-PTS/PTS1/03/)

Teachers know the content they teach.

[Standard 4](http://www.learnnc.org/ncpts/2009-PTS/PTS1/04/)

Teachers facilitate learning for their students.

[Standard 5](http://www.learnnc.org/ncpts/2009-PTS/PTS1/05/)

Teachers reflect on their practice.

**Course Objectives** Upon completion of this course, students will be able to:

* Understand the teaching and learning needs of special needs students.
* Understand how to develop lesson plans to accommodate students with special needs.
* Understand methods for accessing, critically reading, reviewing, summarizing and determining potential applications of scholarly educational research.
* Understand how to work in professional learning teams to solve educational issues.
* Understand how to plan for formative and summative assessments for students with special needs.
* Understand the need to reflect on teaching and learning.
* Understand the importance of quality research and writing.
* Collect data and write chapters 4 and 5 of the capstone

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Grading Scale:**

**95-100 = A, excellent work with unique qualities**

**90-94 = A-, excellent, master-level work**

**87 –89 = B+, good, solid work; well thought-out**

**84-86 = B, solid work; good planning**

**80-83 = B-, solid work; evidence of planning**

**80-75 = C, passing, but below normal graduate work level**

**Below 75 = F, failing, unacceptable work**

**Learning Tasks:**

1. Begin collecting data for your capstone. Draft Chapter Four and Chapter Five if time. This is not graded in this course, but you will not graduate on time if you do not get this done in this semester.

2. Participate in on-line learning modules and complete all activities within the modules. (Graded by appropriate rubric)

3. Choose a presentation topic (listed below) and prepare a 45 minute - one hour presentation/discussion/activity for the class. This assignment must be done individually. Presentations will be scheduled in conjunction with the student and added to the Tentative Course Schedule. (Graded by Presentation Rubric)

4. Choose a chapter or two (depending on class size) from *Teaching Strategies for Diverse Populations* and prepare a 45 minute - one hour presentation/discussion/activity for the class. Additional research is expected in conjunction with what is in the book. You may complete this assignment in groups. Check the tentative schedule for dates for each chapter. (Graded by Presentation Rubric)

5. Plan professional development for the staff at your school on incorporating at least two strategies we have discussed this semester with a diverse population. You need to target your strategies to at least two diverse groups of students. (Graded by Project Rubric)

**Student Presentation Topics:**

* Effective Strategies for Teaching Reading Comprehension
* Effective Strategies for Teaching Writing
* Effective Strategies for Teaching Mathematics
* Effective Strategies for Teaching Science
* Effective Strategies for Teaching Social Studies
* Response to Intervention
* Behavior Management and Positive Behavior Support
* Current Exceptional Children’s Law and Effective Teaching Strategies
* Current English as a Second Language Law and Effective Teaching Strategies
* Categories of Exceptionalities with Suggested Effective Strategies for Teaching the Various Identified Exceptionalities
* Current AIG Law and Effective Teaching Strategies
* Use of Online Learning Activities in the Middle Level Classroom- Pros and Cons as well as Appropriate Uses of Online Learning Activities
* Enhancing Creativity in the Middle Level Classroom
* Planning Differentiated Instruction Units for a Variety of Learners in a Middle Level Classroom
* Use of Professional Learning Communities by Teacher Leaders to Enhance Classroom Instruction
* Topic of Student’s Choice Related to Teaching All Learners in the 21st Century Classroom

## EDUC 645 - Teaching Content Literacy in the Age at Accountability

**Texts:**

Wiggins, G. & McTighe, J. (2005) *Understanding by design*. ASCD: Alexandria, VA.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2012) *Words Their Way* (5th ed.). Upper Saddle River, NJ: Pearson.

**Course Rationale:**

The main purpose of middle grades education is to promote young adolescents’ intellectual development. To accomplish this task educators must think as theorists and practitioners. Living in the 21st Century not only requires a strong fact and skill based education and accountability for these, but educators of the 21st Century must prepare student to live in the conceptual age. This requires higher order and critical thinking that belong in the upper levels of Bloom’s Taxonomy. Therefore, teachers must prepare children who can be creative, complex thinkers and problem solvers, collaborative workers, excellent communicators and self-directed workers and thinkers and yet clearly be community and global members. Furthermore, to live in this global community there is the requirement for equity in outcomes for all groups of students regardless of their race, ethnicity, gender, family income, or linguistic background. It is the role of teachers and schools to narrow the gap that exists in these areas. Our mission is to integrate what is known from educational research and practice within a coherent approach toward early adolescent education that educators can use in their own efforts to transform middle grade schools.

**Course Description:**

The purpose of this course is to provide the teacher of middle grades students with the skills and knowledge needed to analyze Common Core content standards for the core areas of language arts, social studies, mathematics and science; to determine appropriate goals and objectives for unit themes; to determine and develop appropriate assessments aligned to the unit goals; and develop appropriate instruction for delivering lessons that meet students’ needs, interests, and abilities. Furthermore, middle grades teachers will design a unit and lessons that integrate the various content areas and tap the full range of student thinking, motivation, and cognitive development. Middle grades teachers will make decisions concerning the above based on a thorough understanding of the developmental stages and learning styles of middle grades students. In to this complex, accountability educational system, educators must work with students who lack literacy skills. Since literacy skills impact all areas of learning this course is also designed to further the knowledge of graduate students in the area of literacy to help K-12 students in any content areas develop their understanding and practice of literacy skills. This course will emphasize the use of quality children’s literature to enhance reading and writing instruction across the curriculum. Current topics for study will include developmental stages of reading, strategies for teaching reading and writing across the content areas, choosing quality literature for all content areas, censorship, diversity, and making sure that all levels of Blooms Taxonomy are considered for instruction, curriculum and assessment. The ultimate goal is to prepare teachers to inspire students to become learners who can engage with a variety of text from digital to standard paper and who can become the complex thinkers, collaborators, and communicators needed for the 21st Century.

**Specific Standards*:* NC Teaching Standards**

[Standard 1](http://www.learnnc.org/ncpts/2009-PTS/PTS1/01/)

Teachers demonstrate leadership.

[Standard 2](http://www.learnnc.org/ncpts/2009-PTS/PTS1/02/)

Teachers establish a respectful environment for a diverse population of students.

[Standard 3](http://www.learnnc.org/ncpts/2009-PTS/PTS1/03/)

Teachers know the content they teach.

[Standard 4](http://www.learnnc.org/ncpts/2009-PTS/PTS1/04/)

Teachers facilitate learning for their students.

[Standard 5](http://www.learnnc.org/ncpts/2009-PTS/PTS1/05/)

Teachers reflect on their practice.

**Course Objectives:**

Students will demonstrate knowledge that well-developed standards can promote excellence in teaching and learning;

Students will integrate their knowledge of standards to the development of goals and objectives for instructional lessons and units;

Students will develop a fully designed integrated unit based on the backward design model of unit planning by Wiggins and McTighe;

Students will demonstrate their ability to connect plans to standards, curriculum, assessment, and instruction;

Students will demonstrate an understanding of critical literacy and other higher-order thinking skills and how these relate to children’s reading, writing and thinking skills;

Students will demonstrate an increased awareness and sensitivity to children from diverse backgrounds (race, gender, socio-economic status, cultural heritage, handicapping conditions, special needs) and the ability to choose books of relevance to meet needs and interests.

During this course candidates will be expected to finalize and present the capstone project as required for graduation. As part of satisfactory completion of this course, the candidate will be expected to present the approved capstone paper in class to a committee. The professor will be expected to teach candidates the procedures necessary in completing the capstone process. This course will be the final stage in the capstone process and will include the following.

a. Steps in completing and presenting the initial capstone by preparing a visual to present in class for discussion. (The approved visual will be placed on TaskStream as part of the candidate’s portfolio.)

b. Procedure for correcting, modifying, and satisfactorily completing the product and presenting it to the instructor of the course.

c. Presentation of the final written capstone as outlined in the Student Handbook. Candidates will present the visual presentation to accompany the written project during the final capstone presentation.

d. Upon satisfactory approval by the course three professor, the candidate will place the final capstone thesis and visual on TaskStream along with ten selected journal entries.

Just as a reminder, here is the requirement for journal entries that need to be turned in with the capstone.

**Selected Journal Entries:** Throughout the six-part process of conducting the action research project described above, teacher leaders are expected to keep an ongoing journal. Remember that these selected journals need to reflect all five NC Professional Teaching Standards.

Journal entries should include the following:

1. What happened – descriptions of events occurring in the action research process
2. Why it happened – reflections on the context of event descriptions examining the reasons surrounding specific details of the action research process
3. What it might mean – reflections on the impact specific events have on future decisions/actions in the action research process
4. Impact on school environment – reflections on the impact specific events have on the classroom environment and beyond (Standard 5)

With the submission of the action research capstone paper, students must submit a minimum of 10 selected journal entries representing multiple points of the action research process over time. In addition, an introductory document briefly describing the rationale for inclusion of the selected journal entries (1-2 pages) should accompany this assignment.

**TaskStream Capstone Requirement:**

Before the end of the semester (the professor of the course will designate the time), you must upload your Capstone paper, 10 selected journal entries that best reflect how you used the NC Professional Teaching Standards in your capstone process, the Power Point that you used to present your project, and a summary of the feedback from your presentation to TaskStream.

***The first night of class journal entries will be discussed and scheduled.***

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Grading Scale:**

**95-100 = A**

**90-94 = A-**

**87 –89 = B+**

**84-86 = B**

**80-83 = B-**

**Below 80 = C**

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Learning Tasks:**

1. Finalize capstone paper, and present findings to class in preparation of presentation to outside group.

2. Create a group lesson plan format to use in an integrated unit based on the backward design model of unit planning by Wiggins and McTighe..

3. Develop a fully designed integrated unit based on the backward design model of unit planning by Wiggins and McTighe.

4. Determine student levels of literacy using Words Their Way. Plan a course of action to increase student literacy, enact that plan, and report results to the class.

5. Research critical literacy. What is it and what can be done about it in your content area? Present your findings to the class, and include methods of improving literacy in your content area.

6. Participate in all online discussions and activities as assigned by your professor.

7. Complete all other activities as assigned by your professor.